**5th ELA Task 1 Lesson Plan: Writing a Summary**

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| **Teacher: Mrs. Terra Crain** | | **Grade: 5** | | | **Date(s)**: **2 days** | |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1** | | | |
| **Essential Question(s): How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding?** | | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | | |
| **Teacher/Student:**  **Teacher: document reader, prepared practice scripts for writing conferences (see Speaking and Listening), chart paper (see Speaking and Listening), notes from previous lessons, Access to** [**Scott Foresman online**](https://www.pearsonsuccessnet.com/snpapp/login/login.jsp) **in order to access the Scott Foresman links (go to** [**GEMS**](https://gems.gcsnc.com/lvcontentitems_18/lvcontentitems_18/dispform.aspx?id=49) **to get registration code)**  **Teacher/Student:** [***Many Trades Assist Rural Colonial Virginians***](http://www.history.org/Almanack/life/trades/traderural2.cfm)**, class notes from previous lessons, Scott Foresman’s *The Grammar & Writing Book*,** [**examples of transition words and phrases**](http://www.somers.k12.ny.us/sis/main/writing/transitional_words.html)**,** [**examples of conjunctions**](http://grammar.ccc.commnet.edu/grammar/conjunctions.htm)  **Student: pencil, paper** | | | | **summary**  **summarize**  **combine**  **reduce**  **wordiness**  **conjunction**  **transition (writing)** | | |
| **Learning Experience(s)** | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI 5.2, RI 5.8, RF 5.4**  **I Can Statement(s):**  **-I can summarize the text.**  **-I can identify which evidence supports which points.**  **Instructional Plan:** You are not directly teaching these objectives. During writing guided practice, students should be able to verbalize their summaries before writing them on paper. Hopefully they will have practiced “summarizing” in guided reading. Students should justify their reasoning for combining a certain sentence with a conjunction, reducing wordiness, and using specific transition words. In “Speaking and Listening” there is a shared activity for reviewing how we discuss topics effectively. | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 5.8, W 5.5**  **I Can Statement(s):**  **I can summarize information in finished work.**  **I can combine or reduce sentences for meaning.**  **Instructional Plan:**  APK: Review the main idea assessment from the previous lesson (question 5). Determine if students know what a summary is (could they write a summary sentence?) Another way of pre – assessing is to provide students with examples of different types of paragraphs – see if they can choose the paragraph that models a summary. If not, you will need to explicitly teach the meaning of the word summary. There is in activity in the intervention section which addresses this. This lesson is focused on the fact that students know what a summary is, they probably don’t know how to write an effective one.  Model:  1. Explain to students that today’s goal is for them to write a summary of the selection they’ve been working on all week *(Many Trades Assist Rural Colonial Virginians*).  2. Discuss the purpose and structure of a summary using The Grammar & Writing Book pp. 242 – 243. Focus on the parts of the exemplar model on p. 243. Students will be summarizing information from their notes.  3. Use your notes from the section *Life of the Rural Craftsman* to model the process of summarizing for students. You’ve already come up with the main ideas of each section, so now you are combining the main ideas and using transition words.  4. Begin by introducing students to the concept of combining sentences using conjunctions and prepositions (The Grammar & Writing Book p. 68 - 69). Model this strategy using your main idea sentences. Purposely combine one to make a sentence that is too “wordy”.  5. Using the “too wordy” sentence, explain that combining sentences with a lot of details may not work. Refer students to p. 84 in The Grammar & Writing Book. Fix your “wordy” sentence.  6. After the “guided practice” portion, introduce students to combining paragraphs using transition words.  7. Model for students how to “flow” from your summary for *Life of the Rural Craftsman* to *Rural Trades Involve Generalized Tools* using [transition words](http://www.somers.k12.ny.us/sis/main/writing/transitional_words.html).  Shared: This portion actually comes after the guided practice. The reasoning is that students are writing on many levels, but most students have difficulty coming up with an introduction and a conclusion. During guided practice using the intervention, you will assist those students who still, after modeling, can not write a complete paragraph.  1. Ask students where a good place to find information to include in your introductory paragraph of your summary would be (the introduction section of the selection). Have students assist you in writing an introduction using your notes from this section. This would be a good opportunity to review “hooks” and setting a purpose for writing (why am I writing this and who is going to read it).  2. Where would you find information to help you with the conclusion? Hopefully students will notice that this selection does not appear to have a conclusion. Reread the last section using a think aloud to show students that, although this section has a heading, it could still be considered the “conclusion” of the text.  Guided Practice: If you want students to have the exact same summaries, use the same partners as before. If not, students can work with different writing buddies. The purpose of this guided practice is for students to verbally share their ideas for summarizing the rest of the selection, and then finish writing their summaries.  1. Allow students to work with a writing buddy to summarize the section *Specialized Artisans Live in Towns.* Assist as needed.  2. After #7 in the modeled portion, students will work together to “flow” from *Rural Trades Involve Generalized Tools* to *Specialized Artisans Live in Towns.*  Independent Practice: Students will write their summary for the section *The Enslaved in Rural Trades.* They will “flow” together their summary sentences for *Specialized Artisans Live in Towns* with *The Enslaved in Rural Trades.* | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L 5.2**  **I Can Statement(s): I can spell grade level words correctly and can look up words as needed.**  **Instructional Plan:** You are not directly teaching this standard. Remind students of their “binder word wall” and the resources in the classroom available for spelling all words correctly. | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1**  **I Can Statement(s):**  **I can engage in discussions with diverse partners on fifth grade texts.**  **I can engage in discussions with diverse partners on fifth grade topics.**  **Instructional Plan:**  Modeled:  1. Create two practice scripts for a peer writing conference (the “right” way and the “wrong” way).  2. Choose a student beforehand (so the student is aware of what you are doing).  3. Model the “right” way first, then move to the “shared” portion.  4. After the “shared” portion – model the “wrong” way conference.  Shared:  1. Ask students to share what they noticed from the first conference (tone, feedback, interaction, etc.).  2. Write these on an anchor chart for “The Right Way”.  3. After students view the “wrong” way, ask them to share what bothered them about it. How does “the wrong way” contrast with “the right way”?  4. Write the parts of the “Wrong Way” on the other half of the anchor chart.  Guided Practice: Inform students that as they are writing their summaries today, you will be specifically looking for examples of “The Right Way”. | | | | | |
| **Closing/Summarizing Strategy** | Read an example of a summary from a brochure. Ask students to comment on it – was the summary informative? Did it catch their attention? Did they learn anything from it? Help students draw the conclusion that in the brochures that they create, the summary section is important because it provides the “meat” of their trade. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | **Intervention** | | | | **Language Development** |
| Students can continue working on taking notes on their chosen trade from the resources provided. | | What is a summary?: [SumSummary](http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3C_031.pdf)!  Writing a Paragraph: The Grammar and Writing Book p. 126  Sentence Frame Resources (in unit plan) | | | | [Summarizing lesson from ESL By Design](http://literacywork.com/Literacywork.com/Summarizing.html)  Sentence Frame Resources (in unit plan) |
| **Assessment(s) & Reflection** | | | | | | |
| **Assessment(s):** By this point, you should be able to check off the necessary components of the Task One Rubric that refer to [note – taking and summarizing](file:///E:\Unit%201%20Reading%20Writing%20Apprentice%20Task%201\Task%201%20Rubric%20Summarizing.doc). | | | | | | |
| **Teacher Reflection:** (Next steps?)  I plan to have my media specialist teach a lesson on citing sources and creating a bibliography. If your media specialist can not do this, you will have to include this standard before using the rubric. | | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*